

Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS





INTRODUCTION TO INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH DIVERSE NEEDS

In the interest of compliance with the Disabilities Act Amendments of 1997 and Section 504 of the Rehabilitation Act of 1973, adaptations for students with disabilities are suggested in this section.

In the interest of compliance with the “Implementation Issues” supporting the New Jersey Core Curriculum Content Standards adopted by the State Board of Education in May 1996, adaptations for exceptionally able (gifted) students are also included.

In the interest of serving the needs of students with limited English proficiency (LEP), adaptations for these students are also suggested in this section.



Instructional Adaptations for Students with Disabilities

The New Jersey Core Curriculum Content Standards and related curriculum frameworks are the focus of curriculum and instruction for all pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. The adaptations are not intended to compromise the content standards. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

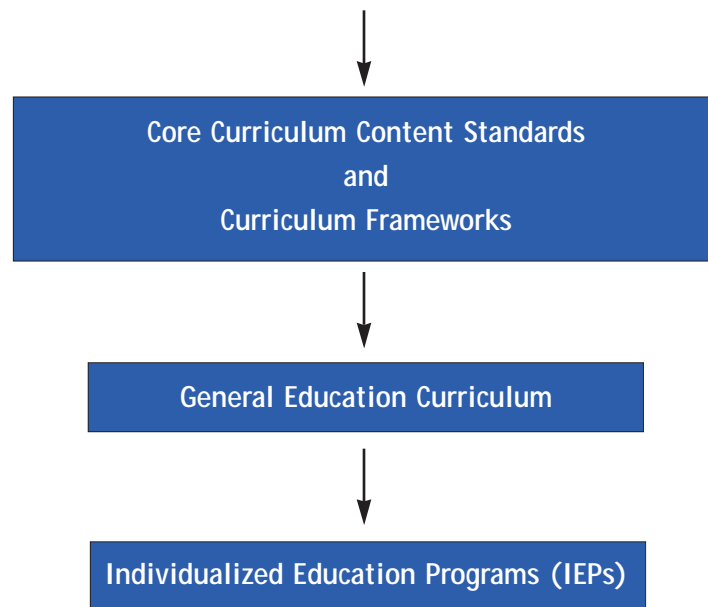


Figure 5.1 - Relationship between the Standards and Frameworks, the General Education Curriculum, and IEPs

Because students with disabilities are expected to participate in the general education curriculum, their individual education programs reflect the core content standards and the local school district's general education curriculum (see Figure 5.1).

Adaptations for Students with Disabilities

The Federal Requirements: The *Individuals with Disabilities Education Act (I.D.E.A.)* amendments of 1997 and *Section 504 of the Rehabilitation Act of 1973* guarantee students with disabilities the right to general education **program adaptations as specified in their Individual Education Programs (IEPs) or 504 plans**. The intent of these acts is to provide these students access to the general education program and curriculum.

The term **adaptation, in the context of the Visual and Performing Arts Framework**, is defined as: “any adjustment or modification to the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as *best practice*.

Participation in and benefit from Visual and Performing Arts: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.

Dance, music, theater, and visual arts require different forms of participation. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student’s disability and access the individual education program.

Success for all is the goal. The following pages provide the types of adaptations that may be required and best-practice strategies that are generally applicable to the heightening of the special education student’s access to the classroom, and to learning and success.

Students with Disabilities**Classroom Organization**

Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students':

- attention
- comfort
- interaction
- peer/adult communication
- independence
- mobility

Examples:

Instructional Groups

- Cooperative groups
- Peer partners
- Buddy system
- Teams
- Common interest

Individual Support

- Assist physically
- Clarify
- Prompt/cue
- Gesture/signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus

Students with Disabilities**Classroom Organization** *(continued)**Examples:***Environmental Conditions**

- Ventilation
- Temperature
- Sound
- Lighting
- Conference area
- Storage accessibility
- Labeled bins/cabinets

Safety

- Clear pathways
- Posted rules
- Labeling
- Distribution (materials)
- Directions
- Demonstrations
- Role assignments
- Timekeeping
- Health/chemical
- Equipment storage/use
- Prep/cleanup
- Emotional

Adaptive Equipment

- Pump bottles
- Revolving utensil holder
- Books on tape
- Directions on tape
- Tape Recorder
- Mallets/tools with foam handle
- Voice-activated recorder
- Personal computer
- PC Software, e.g., *Ultimate Reader* (reads texts aloud on Internet)
- Typography books (bas relief)
- Speech synthesizer
- Communication board
- Lap/drawing board
- Closed-captioned videos/monitor
- Braille
- Large print
- Low-vision equipment
- Talking watch/clock
- Calculator
- FM system

Instructional Presentation

Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply to a variety of activities and content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction. The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); and foster understanding of new concepts and processes (*Instructional Applications*) during classroom activities.

PREPARATION		PROMPTS		APPLICATION	
<i>Examples</i>	<i>Purpose</i>	<i>Examples</i>	<i>Purpose</i>	<i>Examples</i>	<i>Purpose</i>
<ul style="list-style-type: none"> ■ Relate to personal experience ■ Preview materials ■ Use organizing tools ■ Brainstorm/web ■ Use questioning techniques ■ Predict ■ Preteach vocabulary ■ Review strategy ■ Demonstrate ■ Illustrate ■ Use models ■ Provide mini-lesson 	<ul style="list-style-type: none"> ■ Increase interest ■ Understand objectives/goals ■ Grasp key concepts ■ Recall ■ Use prior knowledge ■ Focus 	<ul style="list-style-type: none"> ■ Graphic organizers ■ Semantic organizers ■ Outlines ■ Mnemonics ■ Analogies ■ Imagery ■ Color coding ■ Highlight/underline ■ Segment techniques and task analysis ■ Key words/labels ■ Repeat/clarify directions ■ Use cue cards, chalkboard, pictures overhead ■ Movement cues 	<ul style="list-style-type: none"> ■ Organize information ■ Understand whole/part relations ■ Associate and connect cues ■ Grasp essential concepts ■ Classify ■ Compare ■ Recall ■ Summarize 	<ul style="list-style-type: none"> ■ Hands-on activities ■ Constructions ■ Dramatization ■ Props/manipulatives ■ Illustrations ■ Flow charts ■ Field trips ■ Guest speakers ■ Interviews/surveys ■ Life applications ■ Process modeling ■ Think aloud ■ Games/puzzles ■ Simulations 	<ul style="list-style-type: none"> ■ Simplify abstractions ■ Give concrete examples ■ Elaborate ■ Connect ■ Associate ■ Relate to experience ■ Generalize ■ Use multiple modalities

Instructional Monitoring

Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.

MONITORING	
<i>Examples</i>	<i>Purpose</i>
<ul style="list-style-type: none"> ■ Goal setting ■ Anecdotal recording ■ Progress graphs ■ Checklists/rubrics ■ Timelines ■ Journal entries ■ Portfolios ■ Videos ■ Audio tapes ■ Conferences ■ Peer/critiques ■ Student contracts ■ Systematic assessment 	<ul style="list-style-type: none"> ■ Periodic check for understanding ■ Progress checks ■ Redirect attention ■ Direct on-task behavior ■ Promote participation ■ Student goal setting ■ Reinforcement ■ Manage student behavior ■ Self critique

Student Response

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Visual and Performing Arts Curriculum Framework activities.

RESPONSE PROCEDURES	RESPONSE FORMATS	
<p><i>Examples</i></p> <ul style="list-style-type: none"> ■ Extend time ■ Provide practice exercises ■ Interpret/interpreter ■ Use preferred response mode (<i>written, dictated, or oral</i>) 	<p><i>Through the Arts</i></p> <ul style="list-style-type: none"> ■ Draw/paint ■ Keep beat with feet ■ Tonal/rhythmic ■ Pantomime ■ Improvisation ■ Imitation ■ Sing ■ Dance ■ Act/body language ■ Expressive voice ■ Performance ■ Complete project 	<p><i>Standard</i></p> <ul style="list-style-type: none"> ■ Offer oral/written options ■ Maintain eye contact ■ Demonstrate ■ Peer-teach ■ Discuss ■ Make observations ■ Provide choices to students

Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR EXCEPTIONALLY ABLE STUDENTS

Gifted and Talented



Introduction to Exceptionally Able Students

This section offers assistance to schools for developing adaptations for exceptionally able students. The *New Jersey Core Curriculum Content Standards* were adopted by the State Board of Education in May 1996. Required adaptations for exceptionally able students are supported by the section titled, “Implementation Issues,” which states that “we must provide all students with appropriate challenges so that the raised expectations for all students do not result in lowered expectations for the exceptionally able.”

Additionally, New Jersey Administrative Code, NJAC 6.8-2.5(a)4 requires that “the district make provisions for identifying pupils with gifted and talented abilities and for providing them with an educational program and services.”

Documentation Activities are also required: These would include written identification process; lesson plans; classroom observations; and staff interviews.

Suggestions are offered in the following categories:

1. **Identification process**
2. **Adaptation strategies**
3. **Educational planning**

Process for Identification of Exceptionally Able Students

The exceptionally able/gifted students are those who:

- Demonstrate a high degree of intellectual, creative, and/or artistic ability(ies);
- Possess exceptional leadership skills;
- Excel in specific fields;
- Function above grade level; and
- Need accommodation or special instruction and/or services to achieve at levels commensurate with a challenge to his/her abilities.

Characteristics of exceptionally able students include, but are not limited to, the following:

- Ability to grasp concepts rapidly and/or intuitively;
- Intense curiosity about principles and how things work;
- Ability to generate theories and hypotheses and pursue methods of inquiry;
- Produce products that express insight, creativity, and/or excellence; and
- Pose questions beyond those presented in the *Core Curriculum Content Standards*.

The process of identification is ongoing: Students are continuously entering and exiting school districts. Fluidity should be maintained as students' needs change each year. Identification and appropriate educational challenges should be initiated in kindergarten and reviewed annually through Grade 12. Identification practices should be in place at the time of school enrollment. When a separate or pullout program is maintained, selection of nominees should be determined by a committee of at least three to five individuals to maintain a fair and democratic process.

The identification process should reasonably identify 3% to 5% of the school population through multiple criteria:

- Aptitude discovered through testing, special projects, teacher observation, student interest, and motivation, state or national standardized assessments;
- Teacher recommendation; and
- Self, peer, and/or parent nomination.

Adaptations for Exceptionally Able Students

Curricular adaptations, also referred to as *differentiating the curriculum*, refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence;
- advanced, accelerated, or compacted content;
- abstract and advanced higher-level thinking;
- allowance for individual student interests;
- assignments geared to development in areas of affect, creativity, cognition, and research skills;
- complex, in-depth assignments;
- diverse enrichment that broadens learning;
- variety in types of resources;
- community involvement;
- cultural diversity; and
- internship, mentorship, and other forms of apprenticeship.

Adaptation categories include the following:

- acceleration;
- enrichment; and
- grouping.

The next several pages identify a variety of adaptive efforts within these categories.



ACCELERATION involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

- **FLEXIBLE PACING:** Assignment to classes should be based on the ability to be challenged and handle the work, not age discriminatory.
- **CONTENT ACCELERATION:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **EARLY ENTRANCE TO SCHOOL:** Eligibility should be evaluated in terms of the following: (1) degree of advancement in relation to peers; (2) number of areas of advanced achievement; (3) the student's self-concept. (The percentage of students attending one to three years of preschool has increased dramatically and should be considered.)
- **MULTI-AGE CLASSES:** Classes in which two or more grade levels are combined. Students can accelerate through self-pacing.
- **COMPACTING (also known as telescoping):** Refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.
- **COLLEGE COURSE WORK:** Qualified students take college courses for college credit while completing high school requirements (concurrent enrollment). College courses may be taken in the summer.
- **EARLY COLLEGE ADMISSION:** Once the standards for high school are met, early admission to college is an option. Students may leave high school early and enter college.
- **ADVANCED PLACEMENT:** The advanced placement program, administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

ENRICHMENT is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

- **ALTERNATE LEARNING ACTIVITIES/UNITS:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **INDEPENDENT STUDY:** Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **ADVANCED THINKING PROCESSES:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **GUEST SPEAKERS:** University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.
- **MENTORS/INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

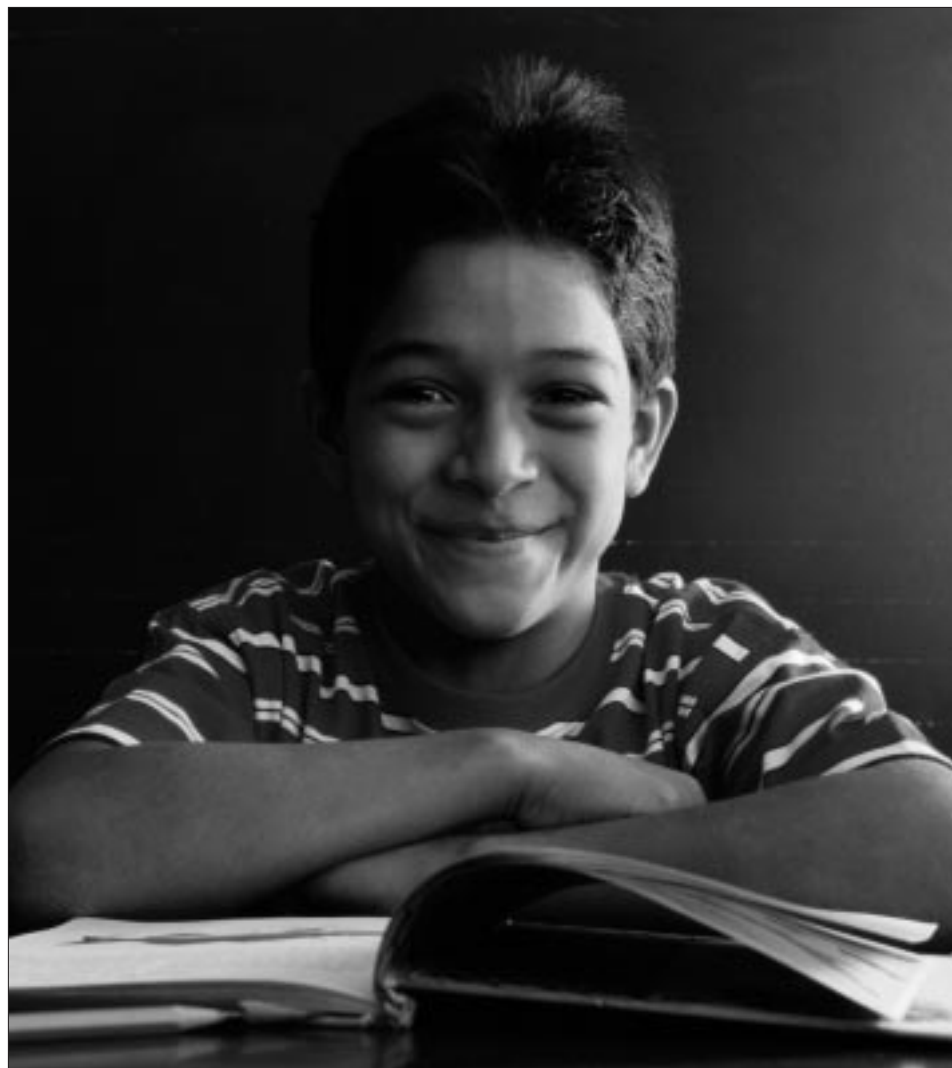
GROUPING involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

- **SELF-CONTAINED CLASSES:** These classes enable exceptional students to be challenged in every area throughout the day and week, to be stimulated by their intellectual peers, and to have guidance from teachers with experience in a sequential, integrated curriculum for the exceptionally able.
- **PULLOUT PROGRAMS:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.
- **CLUSTER GROUPING IN THE REGULAR CLASSROOM:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.
- **CLUSTER SCHEDULING:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, less drill, greater depth and breadth.
- **HONORS AND ENRICHED CLASSES:** These classes provide opportunities for practicing higher level thinking skills, creativity, and exploration of in-depth course content.
- **SEMINARS:** These are aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest. Seminars provide interaction with specialists who can give guidance in specific areas.
- **RESOURCE CENTERS:** A district can establish a resource center available to all students but reserve it at times for exceptionally able students from a broader geographical area (e.g., interdistrict or countywide).



Chapter 5

INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY



Introduction to Students with Limited English Proficiency (LEP)

Students with limited English proficiency (LEP) come to school with diverse linguistic and cultural backgrounds. They bring differences in physical, social, and intellectual abilities. Some are refugees who have experienced traumatic hardships. Learning a language means learning to speak, listen, read, and write with clarity and understanding, all of which rely upon thinking in a new language. The students' level of literacy in their first language and their prior mastery of the subject must be factored in. The task is daunting for the students. The number of LEP students is increasing, and familiarity with the strategies on the following pages will help to smooth the way for teacher and learner. When adaptations are not provided, instruction will not be effective and the student will not benefit.

The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students' ability to understand is increased. Two factors will influence the student's ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher's messages.

The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound "fluent" in a social setting but have difficulty with "academic" language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.

The following pages include specific recommendations for teachers to incorporate in their strategies. They are presented to ease the task of teaching content and skills to these students and to facilitate student learning.

ADAPTATIONS FOR LEP STUDENTS

PREPARE FOR THE STUDENT

1. Learn the student's background.
2. Work with the ESL/bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.
3. Plan a lesson that is culturally and linguistically appropriate.
4. Create flexible small groups based on interests, need, or ability.
5. Give clear, simple directions.
6. Have students retell in their own words before attempting the task.
7. Lead the lesson with the bilingual teacher providing background, examples, or other support to the lesson.
8. Allow bilingual teacher to reiterate key concepts in simple English or student's first language.
9. Reorganize/reinforce information.
10. Provide bilingual resources.

PREPARE INSTRUCTION

1. Eliminate peripheral information.
2. Be clear and concise.
3. Translate abstract to concrete.
4. Consult ESL/bilingual teacher for guidance.
5. Build background information with:
 - Brainstorming;
 - Semantic webbing;
 - Maps, graphics, photos, illustrations; and
 - Videos, film.
6. Use KWL chart: Students consider what they:
 - **K**now
 - **W**ant to learn
 - **L**earned
7. Slowly expand the amount of material to be learned.

TEACHING STRATEGIES

1. Simplify vocabulary/sentence structure.
2. Provide concrete examples with hands-on activities.
3. Elaborate understanding using "thinking aloud" and demonstrations.
4. Emphasize key words and phrases; use intonation and repetition.
5. Build associations/connections between the new and known.
6. Use variety when presenting materials: oral, visual, graphic, etc.
7. Elaborate on figurative language, idiomatic expressions.
8. Summarize on the chalkboard or with transparencies as you speak and model.

ENHANCE VOCABULARY

1. Start a picture dictionary or file.
2. Teach vocabulary appropriate to a given subject before content.
3. Report/reinforce/review vocabulary during content activities.
4. Label objects in the room.
5. Tape vocabulary words in context for sound recognition.
6. Use real objects with words where possible.
7. Encourage dictionary use for word meaning.

PREPARE INSTRUCTION

1. Maintain consistent classroom procedures/routines for prediction and comfort level.
2. Use verbal and nonverbal communications to communicate expectations.
3. Share routine expectations such as checking homework or going to the office for a late slip upon arrival.
4. Assign buddies/peer tutors to assist with acclimation to the school and school routines.

TEACHING STRATEGIES

- Graphic organizers
- Posters

- Games
- Puzzles

- Labeling
- Simulations

- Student-made flash cards

- Vocabulary
- Word banks
- Charts
- Graphs
- Surveys
- Interviews

- Drawing/Illustrating
- Student-made books
- Language experience books

- Response journals
- Tape recordings
- Role playing & drama

CHECK FOR STUDENT UNDERSTANDING

1. Check periodically.
2. Promote participation.
3. Check understanding of assignments, directions, instruction.
4. Use visual reviews with lists and charts.
5. Break task into sequential parts.
6. Help students learn to “think aloud.”
7. Allow for translation time; questions need “wait time.”
8. Rephrase for understanding.

QUESTIONING STRATEGIES

1. Use questions structured to the student's language level. Begin with yes/no questions.
2. Ask new student to point to a picture or word to demonstrate knowledge.
3. Use visual cues, ask simple yes/no questions, e.g., “Is this a pencil?”
4. Ask either/or questions where the answer is embedded in the question, e.g., “Is this a pencil or a crayon?”
5. Break complex questions into several steps, e.g., “Look at the picture. Point to the boy. Is he jumping?”
6. Avoid the negative when questioning.
7. Ask simply “how” and “why” questions that can be answered with a short phrase or sentence.
8. Do not require that students speak in full sentences until that level of proficiency is reached.
9. Tell the student in advance which question she/he will be responding to, thus allowing for “think” and response practice.

The following pages provide samples of adaptations of activities for limited English proficient students.

Samples of Adaptations for LEP Students

K-4 THEATER ACTIVITY “WHAT ARE YOU DOING HERE?” AND K-4 DANCE ACTIVITY “DANCE TALKS” (See pages 89 & 32.)

- Need:** Some languages are tonal in nature (e.g., Chinese and Vietnamese). For these students, English sounds like a monotone. Tonal meanings are lost to the student. Messages conveyed by gesture are culture/language specific. Nonverbal messages, including bodily or facial gestures, may convey no meaning, an insulting meaning, or the opposite of what was intended.
- Solutions:** Define the purpose of the lesson to teach gesture and tone as used in the United States. Contextual situations make meaning clearer. Reading themes focused on communication such as “The Boy Who Cried Wolf” would be helpful or use signs used to warn or inform.
- Emphasize:** Various elements of voice: tone, pitch, loudness, and inflection. Have students convey emotions such as excitement, fear, or suspicion, using facial gestures and body language. Emphasize the vocabulary used to describe the qualities of voice and delivery: e.g., fast, loud, deep, gesture, rhythm. Enunciation and clarity are more important than accent.
- Presentation:** Mix LEP students with native English speakers in groups. Record the variety of messages they can convey. Have one student express the message, and another provide the gesture. Summarize that *voice plus gesture conveys messages and feelings*. Students rehearse, in pairs or small groups, a variety of gestures for the same meanings and convert these gestures to dance movement; choreograph a dance phrase, then practice, and perform.

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5-8 DANCE: “WITH FEELING!” AND “MASTERWORKS 1” *(See pages 43 & 38)*

Need:

Dance teachers consider that messages conveyed by gesture are culture/language specific. Just as dance differs from one culture to another, gestures differ in meaning. A gesture having no meaning for one may be read as highly offensive by another. The focus of the lesson needs to be clear. Depending on the dance, the focus may be to clarify the meaning of dance movement/gestures as used in the United States; or it may be movement with meanings from another culture. The students need to know which it is. The LEP student will gain more from a thematic approach with literary selections dealing with emotions, social studies topics such as discrimination or resistance, or science classes about natural disasters (earthquakes, volcanoes, etc.).

Presentation: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene. An extension of this activity continues on the next page.

Presentation: Show students two or three video clips of expressive dances. Ask individual students to critique the dancer's use of movement, shape, and energy as well as the musical selection depicting the emotion.

Suggested Masterworks Selections: View Michael Flatley (contemporary Irish Step Dance) or Chamroeun Yin (traditional Cambodian dance). Students compare/contrast use of hands, feet, speed, and space. Share findings and emotions felt from the dance. Use another contrasting pair of dance clips, “Rhythm of Resistance” (South African) and “One Hand Don’t Clap” (calypso), for social studies connection. *(continued on next page)*

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9-12 VISUAL ARTS: “INTERIOR DESIGN” (See page 140)

Need:

Students with limited English proficiency are also learning about United States culture. The notion of one's own bedroom may be an unfamiliar one. The idea of designing space reflects values common to our capitalistic and materialistic society. Sensitivity to differing values would suggest a modification of the activity; e.g., students can design a room for a function of their choice. The LEP student may be unfamiliar with style, pricing, and U.S. currency and may wish to design based on familiar styles and to use other resources. Flexibility as to mode of expression is essential. The activity will most benefit the student if it is combined in a thematic unit to include a math measurement, scientific strength of construction materials, etc.

Instructional Delivery: Introduce concept of “form follows function” using illustrations of similar function. A variety of living spaces may be presented:

A Japanese house	Form: <i>paper walls, minimal furniture</i>	Function: <i>multipurpose, unroll beds at night</i>
A Mongolian tent	Form: <i>hide</i>	Function: <i>movable protection</i>
Teenager's bedroom	Form: <i>generally wood, door, windows</i>	Function: <i>sleep, schoolwork, store clothing, personal items</i>

Check for understanding: Using a teacher-prepared form, students list the room's identified needs, keeping in mind the functions to be served: e.g., window treatments, electric outlets, type of flooring, wall coverings, or furnishings. Based on satisfying the functional needs, students develop a two-dimensional floor plan and sketches or collages to represent sections of the room. Students critique each other's work, based on the prepared form, for completeness, clarity, and basis for costs.